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ABSTRACT

This final project report describes a 3-year project designed to integrate ethics into all disciplines at Utah Valley State College to introduce students to ethical complications they may face in their careers and vocations. Fifty faculty members participated in the project, the major components of which involved a 2-week summer seminar in ethics; monthly meetings held with scholars; weekly meetings between faculty and eight ethics faculty members who gave guidance on curriculum development in ethics, case study writing, and syllabus changes; and a compilation of about 500 case studies for a book on ethical dilemmas faced in the professions, trades, and vocations. Currently, a minimum of 3,500 students are being taught ethics by the various faculty who have been in this project. The effectiveness of the project was evaluated using the Defining Issues Test, the Collegiate Assessment of Academic Proficiency Critical Thinking Test, a newly developed expansion to the Critical Thinking Test, and a modification of the Critical Incident Technique. All evaluations showed that faculty had developed a greater knowledge in the field of ethics and had demonstrated a change in critical thinking between pre- and posttests. A compilation of evaluation questionnaire results is appended. (WD)

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ED 415 783

Ethics Across the Curriculum

Grantee Organization:

UTAH VALLEY STATE COLLEGE
previously known as
Utah Valley Community College
Vice President for Academic Affairs
800 West 1200 South
Orem, Utah 84058

Grant Number:

P116B20118

Project Dates:

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Number of Months: 36

Project Director:

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FIPSE Program Officer: Joan Straumanis

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Summary

Ethics Across the Curriculum was a three-year project designed to integrate ethics into all disciplines at Utah Valley State College. Fifty faculty participated in adding ethics to their curricula through a variety of methods. The major components of the project involved an intense two-week summer seminar in ethics led by a scholar of national reputation. Additionally, monthly meetings were held with scholars of state and national reputation. Mentors from the Philosophy Department worked with faculty on a weekly basis to give guidance on curriculum development in ethics, case study writing and syllabus changes to include ethics and teaching assistance in ethics. The final component was the compilation of case studies for a book on ethical dilemmas faced in the professions, trades and vocations.

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Project Reports:
Year-end report 1993
Year-end report 1994
Final Report 1995
Case Studies 1993
Case Studies 1994
Case Studies 1995
Selected media reports

ETHICS ACROSS THE CURRICULUM

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Project Overview and Background:

Ethics Across the Curriculum (EAC) has been in place at Utah Valley State College for the past five years. One year before submitting a funding request to FIPSE, a group of 25 faculty began meeting on a monthly basis to discuss concepts in ethics that may be appropriate to add to vocational, industrial and career majors. After observing the administrative and faculty commitment to the project, a proposal was submitted to FIPSE which would fund a three-year project to teach ethics to vocational and professional students. In an effort to ensure national rigor, scholars of national reputation were selected to teach faculty members the fundamental concepts of foundational ethics, social issues and business ethics.

The first year the project was funded by FIPSE, faculty enrollment jumped to 35. The second year faculty participation reached 42 and by the third year, over 50 faculty were participating.

Faculty members immediately began rewriting syllabus to include discussions in ethics in their classroom. They were assisted by "mentors" from the UVSC ethics faculty. By the third year of the project, many faculty had expended their ethics offerings beyond the required five class periods. For example, Terry Nichols, Chair of the UVSC Collision Repair Department, reported that ethics discussions have become a part of every class period in one of his advanced classes.

All outcomes are positive and beyond our initial expectations. At present a minimum of 3,500 students are being taught ethics by the various faculty who have been in this project. About 500 occupational case studies in ethics have been written by the project faculty. These will be published in book form. A "Center for the Study of Ethics" has been formed to ensure continuation of the project. Yearly, an award for "Excellence in Ethics" is presented by the EAC participants. During Ethics Week, now sponsored yearly at UVSC, each of the disciplines

involved in the Ethics Across the Curriculum Project brings in a program which facilitates a discussion in ethics for all students in that discipline.

Purpose:

The purpose of the project was to introduce students to the various ethical complications they could face in their careers and vocations. The ethics class periods were designed to provide critical thinking skills as well as familiarize students with some of the important thinkers in ethics historically. Previously, over 3,500 students per year were receiving diplomas or one-year degrees without any introduction to critical thinking skills provided by the humanities, specifically ethics. Through this project, students now receive a minimum of five class periods of ethics in at least one of their courses.

Many of our faculty were very interested in developing ethics as part of their curriculum, but had little formal training in the humanities. The second purpose of this project was to educate the faculty in ethics through intense graduate level summer seminars. Each summer for three years, faculty met with one or two scholars of national reputation to discuss aspects of ethics including foundational ethics, social ethics and business ethics. Utah State University allowed five hours of graduate credit for each of the summer seminars. As part of the seminar, faculty were required to write a minimum of four case studies in ethics which could be presented in their classrooms and also were required to demonstrate their case study and discussion techniques with all participating faculty during the summer seminar. The case studies are currently being compiled with plans on national publication underway. Currently plans are underway for national publication of the case studies.

The third purpose of this project was to ensure that faculty understood ethics and were comfortable adding it to the curriculum. To facilitate this eight ethics faculty members were assigned as mentors to various groupings of participants. The mentors helped in writing case studies, rewriting curriculum to include sessions for ethics, and presenting ethics discussions.

Project Description:

The FIPSE Ethics Across the Curriculum Project at Utah Valley State College was an original program that fostered scholarship and curriculum development in ethics in the various disciplines of trades, vocations, business, nursing, humanities, math, and sciences. The success of this three-year project was remarkable in terms of student impact, faculty education and community acceptance.

The major components of the project involved an intense two-week summer seminar in ethics led by a scholar of national reputation. Additionally, monthly meetings were held with scholars of state and national reputation. Mentors from the Philosophy Department worked with faculty on a weekly basis to give guidance on curriculum development in ethics, case study writing, syllabus changes to include ethics, and teaching assistance in ethics. The final component was the compilation of case studies for a book on ethical dilemmas faced in the professions, trades and vocations. Under three years of FIPSE funding, each of these areas has been completed in an exemplary manner.

Evaluation and Conclusions:

Numerous evaluations were conducted on this project. Dr. Donald Schmeltekopf, Provost at Baylor University, was selected as evaluator. He was able to visit Utah Valley State College twice and interview all participants and administrators. Information given to Dr. Schmeltekopf included the quantitative instruments used to test the faculty. Four different assessment mechanisms were used to evaluate the effectiveness of the project in meeting the goals stated above. The Defining Issues Test (DIT) and the Collegiate Assessment of Academic Proficiency (CAAP) Critical Thinking Test are both deductive assessment methods which were used as pretests and posttests to evaluate the enhancement in critical thinking skills and recognition of moral dilemmas. In addition, nine questions generated by the mentors and faculty were added to the standard CAAP Critical Thinking Test to expand the number of items dealing with ethics. A modification of the Critical Incident Technique (CIT) was the third assessment mechanism and was used as an inductive assessment method to identify examples of ethical and unethical behaviors from current television programs and movies.

All evaluations decisively showed that faculty had developed a greater knowledge in the field of ethics. They further demonstrated a change in critical thinking among faculty members between pretests and posttests.

In summary, this project was highly successful for several reasons; strong goals were established in the beginning of the project and all of these goals were accomplished in an exemplary manner which will be continued in the future. The evaluations demonstrated a faculty and student body recognizing and understanding concepts of ethics. Further, critical thinking skills were advanced because of participation in the program. The project can easily be modeled by other colleges and universities. Finally, the case studies which were created during this three-year project, will be published in book form.

UTAH VALLEY COMMUNITY COLLEGE

ETHICS ACROSS THE CURRICULUM

1992-95 FINAL PROJECT REPORT

Elaine E. Englehardt, Director

Barbra Wardle, Lucille Stoddard, Co-Directors

The FIPSE Ethics Across the Curriculum Project at Utah Valley State College is an original program that fosters scholarship and curriculum development in ethics in the various disciplines of trades, vocations, business, nursing, humanities, math, and sciences. The success of this three-year project is remarkable in terms of student impact, faculty education and community acceptance. National evaluators, Board Members for the Center for the Study of Ethics, administrators and project faculty all concur that the project has been exemplary in every respect. It has had a lasting impact on the students, faculty, college and community. Joan Straumanis, FIPSE Project Officer, termed the project one of the most successful and exceptional FIPSE projects in her history with the agency. She believes there are no other working models for vocational, trades and professional ethics across the curriculum and strongly recommends a dissemination grant. There are numerous colleges and universities throughout the country who have expressed interest in beginning a project similar to ours. Some of these institutions include University of Montana, Chaffey College, Northern Idaho College, Pueblo College, and Clarion University.

Numerous newspaper and broadcast stories were produced concerning the project. Each summer scholar was highlighted by the news media. Scholars Robert Solomon, Kathleen Higgins, James Sterba, and Janet Kourany all received television coverage as well as newspaper coverage. Additionally, Dr. Solomon was a guest on an hour-long Utah radio talk show concerning the project. News stories were submitted for each monthly seminar inviting the public to attend. Public officials in the state of Utah are well aware of the project and support its continuation as is evidenced by letters of support from Governor Mike Leavitt and Utah Commissioner of Higher Education, Cecelia Foxley.

Project Overview:

The major components of the project involved an intense two-week summer seminar in ethics led by a scholar of national reputation. Additionally, monthly meetings were held with scholars of state and national reputation. Mentors from the Philosophy Department worked with faculty on a weekly basis to give guidance on curriculum development in ethics, case study writing, syllabus changes to include ethics and teaching assistance in ethics. The final component was the compilation of case studies for a book on ethical dilemmas faced in the professions, trades and vocations. Under three years of FIPSE funding, each of these areas has been completed in an exemplary manner.

Purpose:

The Ethics Across the Curriculum (EAC) project was designed to integrate the discipline of ethics into a variety of majors. Specifically, the majors included in this project are: computer science, automotive repair, business management, collision repair, graphics, welding, accounting, physical education, nursing, biology, cabinetry making, refrigeration repair,

commercial art, office technology, aeronautics, languages, behavioral sciences, robotics, electronics, elementary education, physics, fire science and early childhood education.

Background And Origins:

The basic rationale behind the project was a need for stronger critical thinking skills concerning harms to others as well as behaving in a beneficent manner. Since 1987, UVSC has had a mandatory Ethics and Values course for students graduating with the Associate of Science or Art degrees. However, in short-term, terminal degree programs, there were about 3,500 students yearly who could not take the Ethics and Values course, but needed a strong exposure to the necessary traits of rational and clear thinking about moral dilemmas. The EAC project was designed to integrate ethical concepts into regular classroom curricula used in the areas of trades, technology, humanities, business, and nursing, where most students were involved in diploma or other terminal degree programs. Faculty teaching in two- and four-year degree programs were also involved in EAC. This program provided scholarly discussion and instruction for faculty to prepare them to redesign their curricula to facilitate the teaching of ethics within their regular courses. Additionally, using a case study approach, faculty members wrote field-specific applied ethics cases to be used in their regular classes for students earning terminal degrees in those areas.

Project Descriptions:

For the full three years of the project, participation has continued to grow, as additional faculty members have applied to be included in the project. The original sessions began with 25 faculty involved with the EAC project. By the third year of the project, 50 faculty were participating. Additional faculty participation was financially supported by the UVSC Vice

President for Academics, Dr. Lucille Stoddard. Participants were paid on a per diem basis for the summer seminar only, with the remainder of their activities on a volunteer basis. There were 40 participants the first year, with 35 attending the summer seminar, and seven who participated during the year, but were unable to attend the seminar. The second year, the number of participants increased to 42, with 39 attending the summer seminar. The final year there were 50 participants, with 46 attending the summer seminar.

In addition to these participants, there has been active support from the deans from the schools involved: Dean Ian Wilson, School of Business; Dean J.D. Davidson, School of Humanities, Arts, and Social Sciences; and Interim Dean Ralph Merrill, School of Technology and Trades. The project has had full and active support from Dr. Lucille T. Stoddard, Vice President for Academic Affairs, and President Kerry D. Romesburg.

Drs. Robert Solomon and Kathleen Higgins, Philosophy professors from the University of Texas at Austin, were the visiting scholars for the first year. Drs. James Sterba and Janet Kourany, Philosophy professors from Notre Dame, were the visiting scholars for the second summer seminar. For the third year, Dr. Peter Dean of Pennsylvania State University, was the visiting scholar. Six months before their summer seminar, each of the scholars visited UVSC for three days to meet the faculty participants and to see the project in action. In this way, they were able to tailor their presentations to the needs of the UVSC faculty.

In addition to the main scholars of the year, each month a guest speaker or faculty member presented two ethics-centered lectures or discussion sessions. One presentation was for students, faculty and community members from the area and the second one was for the participants of the project. These speakers included guests such as Judge Michael Zimmerman,

Chief Justice of the Utah State Supreme Court; Dr. Deni Elliott, Mansfield Professor of Ethics and Public Affairs at the University of Montana; Ryan Richards, International Attorney for Novell Corporation; and Dr. Robert Lowry, Case Western Reserve University. Monthly topics included ethical discussions such as environmental ethics, sexual morality, animal rights, business ethics.

Several projects have been launched at Utah Valley State College as a result of the Ethics Across the Curriculum Project. First, a Center for the Study of Ethics was formed to ensure the success of the project and its continuation after the grant. Second, a yearly Excellence in Ethics Award has been instituted. It is given to an individual who has continually displayed a personal and professional commitment to high ethical standards.

The outcomes for this project were planned two years prior to submitting a funding application to FIPSE. We believe all outcomes have been successfully completed.

Project Outcomes:

* Integrate ethics into vocational, technical, nursing, and business courses.

* Challenge students to understand basic principles of ethics, to think and write critically, and to confront inconsistencies in their own ethics and values systems.

* Establish a faculty renewal program through shared study of ethics, so we may re-energize as scholars as well as teachers.

Student Outcomes:

* Recognize ethical issues.

* Develop critical thinking and self-confrontation skills.

* Develop tolerance toward disagreement and the inevitable ambiguities in dealing with ethical problems.

* Elicit a sense of moral obligation and develop a personal code of ethics.

The project began with a short organizational meeting with all mentors and participants during the third week in August 1992. Participants were assigned to teams in similar areas with ethics faculty mentors heading each team. While these teams have been adjusted each year to include new participants, they have remained in essentially the same groupings. These teams for the third year were as follows:

Group 1: Mentors, Jenny Gooch and Grant Flygare
Team Members:
Wesley Bitters, HM**
Dennis Greer, ACCT
Ben Bean, ACCT
Hugh Rode, BMGT
Karin Darais, ACCT
Deborah Baird, BMGT
Reed Gooch, BMGT
Michael Perkins, SCI
Michael Stemkoski, ACCT

Group 2: Mentors, Sharon Staples and Larry Harper
Team Members:
John Billings, NURS
Anne Cox, CEFS
Jane Fillmore, BESC
Janet Llewellyn, NURS
Karin Swendson, NURS
Laura Hamblin, ENGLISH
Ron Hammond, BESC
Stacy Waddoups, LEC
Elaine Byrd, LEC
Grant Richards, LEC

Group 3: Mentors, Ed Jones and Joe Wixom
Team Members:
Stephen Adams, GRCA
Douglas Anderson, GRCA
Larry Holt, GRCA
Verl Morgan, DSGN

Don Phillips, WELD**
Joseph Raynes, CEFS
Susan Parkinson, GRCA
Jon Turner, GRCA

Group 4: Mentors, Elaine Englehardt and Kirk Robinson
Team Members:
Doug Carter, ECT
Todd Low, AUTO
Ralph Merrill, ENGINEERING**
Terry Nichols, AUTO
Chase Mitchell, AUTO
Ken Foster, EART

Group 5: Mentor, Barbra L. Wardle
Team Members:
Steve Fordham, ACRT
Eldon Greenhalgh, CAW
Dale Olsen, ACRT
Robert Steele, CAW
Michael Falgoust, AVIATION
Tom Wroe, FIRE SCIENCE

**These participants worked with the project throughout the year, but were unable to attend the summer seminar, and thus, were not paid. They will continue as part of the project next year.

As listed above, there are seven faculty ethics mentors and two administrators associated with this program. Each of these mentors has been teaching the core course "Ethics and Values" for at least four years. The project directors and the mentors met as a group monthly to discuss progress of the project, special needs of team members, successes in the program, etc. In addition to these meetings, the mentors were assigned the following duties with their faculty teams:

1. Meet with faculty team monthly.

2. Help faculty rewrite curriculum and lesson plans to include the equivalent of four class periods of ethics.

3. Meet with faculty and outside advisory board members to discuss ethical and moral dilemmas that students in individual departments will face when they enter the world of work. Select at least four dilemmas and write case studies.

4. Help faculty team members teach classes on ethics.

5. Help evaluate EAC faculty and their classrooms before and after the integration of ethics in the curriculum.

Each team met monthly for discussions on both foundational and applied ethics as well as sessions on revision of curricula and the writing of case studies. The team members wrote case studies that were field-specific in their particular fields, usually taken from personal experience, or from prior discussions with advisory groups or students. They also reviewed ways to use case studies in teaching and other teaching strategies. The mentors also were on call to visit classes, observe student-faculty interaction, meet with advisory committees, and help in any way needed. They also provided feedback on teaching strategies and discussions.

Each participating faculty member was required to write at least four case studies per year from his/her field. These case studies have been a collaborative effort with input from advisory board members and mentors. They are designed to elicit thought and discussion from students on ethical issues, to help students to reach the stated goals of being able to recognize ethical issues, to critically analyze ethical issues, and to make appropriate decisions in these situations. Each participant in the summer seminar presented a case study to the group during the summer seminar, with group discussion of the case and ways of implementation in the classroom. We now have several hundred case studies addressing field-specific ethical dilemmas, life situations, and ethics in education issues.

Faculty have been meeting on a monthly basis throughout the three years of the project. Programs in ethics have been presented at each meeting. Through these programs we consider the complexities of moral decision-making and some of the ways that this process should be approached. Additionally, there are discussions on how to discern specific moral dilemmas faced in a variety of occupations and how the professionals proceed in making decisions when confronted with moral dilemmas. This interchange of ideas has been one of the most valuable results of the seminar to participants within the project.

Each year the summer seminar was the culminating activity for the year. The format of the seminars included a daily lecture on an ethics topic by the visiting scholar. This was followed by a discussion on the topic of the day. After a break, the scholars would lead a small group or general activity in confronting ethical dilemmas. The final session for the day consisted of scheduled presentations of case studies by participants. Each case study was discussed in depth, with suggestions from the scholars and other participants.

These discussions proved invaluable, both for discussion of the topic, and as a means to build collegial associations within the group. Although all participants were faculty or administration at the College, many did not really know other participants. This seminar began to build bridges of support and collegiality between departments which continue today.

Each day's session was videotaped. These tapes are maintained for checkout by participants to review concepts or topics. They are also being edited during the continuation of the project to provide selected excerpts available to other institutions.

At the conclusion of each summer seminar, participants completed an evaluation questionnaire on the seminar and the presenters. A copy of the questionnaire is attached along

with a compilation of responses to the various questions. The responses of the participants were overwhelmingly positive of the entire project. There were a few negative comments and some suggestions for future years, as are shown in the compilations.

In addition to support from the college administration, the chairs of the various departments involved have either been participants or have supported the program fully for their faculty. We have been able to have a most successful three-year program because of this support from faculty and administration.

Evaluation And Meta-Evaluation:

The value of this FIPSE Ethics Across the Curriculum Project has been assessed by a triangulation method of evaluation instruments and by the development of the case studies by each participant.

As the FIPSE Ethics Across the Curriculum Project has been designed and implemented, it has included both formative and summative evaluation systems as part of the ongoing program to discern any measurable differences in pretesting and posttesting to measure participant achievement. There has been continued emphasis on working toward the goals established at the beginning of the project for both faculty and students.

Four different assessment mechanisms have been used to evaluate the effectiveness of the project in meeting the goals stated above. The Defining Issues Test (DIT) and the Collegiate Assessment of Academic Proficiency (CAAP) Critical Thinking Test are both deductive assessment methods which were used as pretests and posttests to evaluate the enhancement in critical thinking skills and recognition of moral dilemmas. In addition, nine

questions generated by the mentors and faculty were added to the standard CAAP Critical Thinking Test to expand the number of items dealing with ethics.

A modification of the Critical Incident Technique (CIT) was the third assessment mechanism and was used as an inductive assessment method to identify examples of ethical and unethical behaviors from current television programs and movies. This method was used to ascertain the perceptions of participants and students regarding what is ethical and unethical behavior.

The results of these assessment methods and instruments were compared and contrasted to yield a summary of findings. Triangulating methods and instruments in this way was done to give greater validity to the findings than relying on a single assessment method or instrument.

Prior to the beginning of the project, faculty and administration participants each completed a personal background survey and the Decisive Issues Test (DIT) of case studies of moral dilemmas. The surveys were identified by birthplace and professional field rather than names, to allow participants to answer freely. The results of the DIT pretests and posttests and the CAAP Critical Thinking Test were identified by individual numbers, rather than names, to assure anonymity of the results.

A. Personal Background Survey:

The survey was intended mainly to serve as a identifying factor for background, training, and establishment of basic information of the various participants. It was kept as an individual record, coded by number, of the participants, and was not intended to be used to determine cumulative information. These surveys are on file on the UVSC Campus.

B. Decisive Issues Test (DIT):

Findings of the DIT Test results, as determined by the Center for Ethical Development personnel at the University of Minnesota, directed by Doctor James Rest, were evaluated under three indexes, P, D and U. The cumulative scores for participant tests administered are listed below. Individual results for this test and the CAAPS Test are on file if needed.

The DIT Test scores were as follows:

	P Score	D Score	U Score
Score Range	**0-95**	**0-40**	**+1 - -1**
National norm	**43.19**	**25.41**	**.108**
UVSC EAC pretest*	**40.18**	**22.25**	**.014**
UVSC EAC posttest	**43.31**	**25.65**	**.152**

*There were participants who entered the program after the pretest was given, so they did not receive the pretest. They were administered the posttest, but their scores were kept separately. If their posttest scores were added to the posttest scores of the other participants, the mean posttest P score for the group increased to 52.28. An interesting note is that most of the participants who entered later were from the sciences and liberal arts fields.

The scores for the participant group in the FIPSE Ethics Across the Curriculum group were higher for the posttests, however, the number was encouraging but not really a statistically significant change.

Because the DIT Test measures principally attitude, rather than skill or knowledge, we began looking for a different testing instrument that would measure critical thinking skills.

C. CAAP Critical Thinking Test:

The CAAP Critical Thinking Test met many of the criteria we established, and we used it as a posttest at the end of the third year summer seminar. It was administered to the

participants as part of the testing done for the third seminar. We compared the scores to the national norm to evaluate the skill level of EAC participants.

The Critical Thinking Test has a range of 0-99 possible.

Group tested	High	Low	Mean	S.D.	N
National scores	98	11	62.6	5.3	7,448
UVSC EAC	71	55	65.6	4.7	45

The narrow range of the scores for the group as compared to the national range establishes some evidence of cohesion of knowledge and training in critical thinking skills commensurate with similarity of education and profession. Without a pretest, it is not useful in establishing validity of the training which occurred during the project, but it does establish a common ground upon which to base future development of the critical thinking phase of the project as it continues. Although the higher mean score than the national average is encouraging, it is not a large variance, and could easily be accounted for by the additional education most of the participants have received.

The implication with both of these tests is that the change in scores shows a change in ethical knowledge base and thus affects overall attitudinal change in the participants.

D. The Critical Incident Technique (CIT):

As both of the above tests are deductive methods of evaluation, we felt it advisable to include an inductive method of evaluation as part of the overall evaluation program for the Ethics Across the Curriculum Project. In cooperation with Dr. Peter Dean, a modification of the Critical Incident Technique was designed. It is based on Sir Francis Galton's work in the last century and is more recently an outgrowth of studies of John Flanagan in the Aviation Psychology Program of the United States Army Air Force during World War II. It

has been used extensively since that time in government, business and educational assessment. The modification of the Critical Incident Technique (CIT) we used is an anecdotal measure which addressed the first goal of the EAC program. This goal is to assist participants and students in recognizing ethical issues.

The basic design is for the participant to locate and recognize specific actual behaviors and evaluate them as moral or ethical dilemmas. We decided to use the vehicle of using an incident from a movie, television show, or video which the participant determined portrayed an ethical dilemma. The participant then analyzed the incident and its solution or lack thereof in the performance. They then decided if the solution was ethically appropriate or inappropriate. They could propose different or additional solutions to the dilemma(s) portrayed.

We pretested the process in three regular ethics classes, with the additional assignment that the students had to write a discussion of the incident chosen, basing their solutions on philosophical theory. It was most successful in all three classes, so we then tested the faculty participants in one of the regular monthly meetings.

A short segment (5-10 minutes) of a popular television sitcom was shown to the group, which portrayed an incident containing five different ethical dilemmas. The group was then asked to write about any dilemmas they observed and then read their observations to the group. All five of the observed dilemmas were raised by the group and several of the participants pointed out issues which had not been part of the original considerations.

Each department involved was asked to hold discussions on recognizing ethical dilemmas. They then assigned 12 or more of the students in their target courses to repeat the CIT process, including the following criteria:

a) a description of the ethical or unethical situation

b) circumstances in which the incident occurred

c) the outcome or result of the incident

d) the ethical relevance of the incident

We now have 84+ of these student CIT assignments, with over 90% of the students being able to recognize true ethical dilemmas and reporting on them. We feel this is a most successful method of discerning students' abilities to recognize ethical and moral dilemmas and to discuss solutions or problem-solving actions.

E. Case Studies:

The faculty and administration participants have now written case studies specific to their own fields and redesigned class syllabi to include a minimum of 200 minutes of ethics in their curricula for each course. They each have written four case studies per year for each of the three years. These case studies are field-specific in their professions or deal with educational ethics from their experiences in teaching.

These case studies are now being edited and compiled into a case study book which will be distributed to all participants and to FIPSE. Case studies have been chosen from all three years for a collection which is available to other institutions. We now have nearly 300 case studies, which are being edited and grouped according to professional field and subject matter. We feel that these are our best evaluation instrument in that they demonstrate faculty

ability to relate ethical issues to their particular professional fields in these studies and are using them with their own students. We also have a number of faculty sharing their case studies and professional efforts with other faculty members.

Each participant also has submitted a copy of the course syllabus showing the inclusion of ethics discussions within their educational curricula. These are on file if needed.

F. Meta-Evaluation:

Evaluation of the success or failure of this project has been included in the various kinds of formative evaluation during the project, as well as, the yearly summative evaluation by the outside evaluator of the project and the evaluation processes used. This evaluator was Dr. Donald Schmeltekopf, Provost at Baylor University, whose evaluation visits and reports have been included as part of the yearly reports. These evaluation reports have been most satisfactory throughout the project. In addition, Dr. Peter Dean returned an evaluation of the program during its third year that is included as part of the Attachments Section.

ETHICS ACROSS THE CURRICULUM

SEMINAR EVALUATION QUESTIONNAIRE COMPILATION

The following compilation of answers was taken from the evaluation forms filled out by participants in the EAC Seminars. The questions are included, followed by the answers given by participants. There were 28 evaluation forms returned.

1. Was the seminar what you expected? If it was different, how was it different?

Yes, As Expected	Better	Not What Expected	No Expectations
8	14	6	1

Sample Comments:

"I expected more theory...It answered my questions about the why of ethics... More enjoyable than I thought...Surpassed expectations!... It made me think about a subject I did not understand too well--philosophers and their teachings...It was marvelous!...Well done!...In terms of 'sense of community,' it was refreshingly different...Anticipated more theory...Better--more participation and meaningful discussion...I didn't know what to expect, so 'Kant' really comment...Yes, I was impressed with organization and detail...Surprised with interaction...Much more useful for my teaching than I expected."

2. What did you like best about this seminar?

Friendly Learning Atmosphere	Scholars	Subject
21	6	10

Sample Comments:

"The friendly, learning atmosphere...participation and interaction...The lectures up front...the people...the discussions...the pedagogical insights...getting to know people from other disciplines...the variety of activities...learning others have similar concerns about students...individual give and take...better understanding of ethics...variety of activities...Bob's teaching...seeing different points of view...good applications for the classroom... gentleness of the presenters...case studies...getting paid...the business situations...I enjoyed learning about Kant, Plato, Aristotle, and Mill, and the foundation of modern ethics...positive attitudes of the scholars...interacting with faculty--they are a terrific resource...the cross-section of people and freedom of thought...discussions of practical ethical problems and their solutions.

3. List strengths and weaknesses you perceived in this seminar.

Strengths:		**Weaknesses:**	
Facilitators	2	Sitting too long	3
Participants	7	Time too short	4
Scholars	11	Lack of discussions	
Money	1	on lectures	2
Subject	6	Needed journal writing	2
Group Interaction	5	Got "lost" in lecture	2
Facilities	3	Group too large	1
		Need more teaching	
		info.	1

4. With "5" being best, how would you rank this seminar with other seminars you have attended?

1	2	3	4	5
0	1	1	11	14

5. Compared to other lecturers, did our scholars expand you knowledge in the field of ethics? (Again, "5" is best.)

1	2	3	4	5
0	2	2	6	17

6. What would you change for next year's seminar?

Nothing	Meet earlier	Small Groups	Less Material	Bus. Ethics
19	2	2	1	1

7. What did you learn that will be useful to you in your work with students?

Teaching Methods	Ethical Philosophy	Terminology	How to Discuss Ethics
15	4	2	14

Summary And Conclusions:

President Kerry D. Romesburg and Academic Vice President Lucille T. Stoddard have promised to continue to support the EAC project at the college. Funding will be provided to continue a one week summer seminar for faculty and mentors. Monthly meetings with mentors and director will continue as well as the close cooperation between mentors and faculty. Project faculty will assume a greater leadership role in the program in working with their students and other interested faculty. We have implemented inclusion of

the ethics case studies and discussions in classrooms across the curriculum the past three years.

Faculty continue to consult with and use mentors for assistance as needed to improve the inclusion of ethics concepts into their regular course work. Lesson plans and case studies have been completed for at least one course by each participant and will continue to be refined and developed.